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ABSTRACT

A review was conducted of a project to teach, upgrade, and improve the literacy skills of employees of ITT Sheraton Hotels in Hawaii. The project offered three basic modules on workplace literacy skills: English as a second language, basic skills, and General Educational Development Test preparation. It served a total of 534 employees from May 1, 1990 to February 29, 1992 through individual tutorials, classes, and workshops. The evaluation determined that participants improved their job-related literacy skills. The project successfully used job-related materials to train employees for their jobs and to cross-train them for other jobs. Barriers to participation were removed by making the programs free and convenient and by providing time for employees to participate. All partners--University of Hawaii at Manoa's College of Education, ITT Sheraton Hotels, and other colleges and employers--were actively supportive of the project. The evaluation showed that the project served 67 percent of the targeted population of 800 employees; however, it was thought that the goal had been set too high. Project information was shared with a variety of college, employer, and government groups, and information was published in newsletters and newspapers. (Fourteen appendixes are graphs showing project data.) (KC)

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SKILLS ENHANCEMENT LITERACY PROJECT OF HAWAII (II)

APRIL 1, 1990 TO FEBRUARY 29, 1992

FINAL PROJECT PERFORMANCE REPORT

AWARD NO. V198A00219

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I. **Compare actual accomplishments to the objectives contained in the approved application**

Objective One: To teach, upgrade and improve the job literacy skills needed by ITT Sheraton Hotels in Hawaii employees to meet the literacy requirements of actual jobs

The project offered a diversified program to meet the literacy needs of the hotels' employees. A total of seven ITT Sheraton hotels were served by the project. They were the Sheraton Waikiki Hotel, the Royal Hawaiian Hotel, the Princess Kaiulani Hotel and the Moana Surfrider Hotel in Waikiki, the Sheraton Makaha Resort and Country Club on the western part of Oahu, and the Sheraton Coconut Beach Hotel and Sheraton Kauai Hotel on Kauai.

The project offered three basic modules which focused on workplace literacy skills. The English As A Second Language module was offered to non-native English-speaking employees and focused on improving job-related oral communication skills as well as reading and writing skills required for their jobs. Classes included topics such as Communication Strategies for Guest Satisfaction, Housekeeping Safety and telephone skills.

The Basic Skills module focused improving on reading, writing and math skills of employees who are deficient in these skills. Classes included Business Writing and Phonics.

The GED module was also offered to prepare employees for the High School Diploma equivalency examination. Two options that would lead to a High School Diploma in Hawaii were offered: the GED Program and the Hawaii Competency-Based High School Diploma Program.

A job-specific literacy skills curriculum guide previously developed for the hotels was used in the planning of classes and tutorials for the project. The development of the curriculum was based on the literacy requirements of actual jobs determined by a needs assessment conducted with the hotels' management and employees.

The project has served a total of five hundred and thirty four (534) employees from May 1, 1990 to February 29, 1992 through individual tutorials, classes and workshops. While attendance for individual tutorials was on a voluntary basis, classes and workshops were offered during company-paid time. A total of six thousand eight hundred and sixty five (6,865) hours of voluntary tutorials were recorded within a 22-month period. In addition, two thousand four hundred and ninety (2,490) hours of paid training hours were also recorded.

The project has conducted a total of thirty five (35) job-related classes and workshops at four training sites. The classes and workshops were based on the requests of management and employees. Course outlines and curriculum materials were developed with the input of management and the support of the Western Curriculum Coordination Center at the University of Hawaii at Manoa.

Evaluation by instructors and management suggest that participants in the project had improved their job-related literacy skills. This finding was confirmed by the results of evaluation questionnaires to employees whose responses indicated that they believed the classes and/or tutorials had helped them improve their literacy skills.

Objective 2: To provide literacy skills training to employees with inadequate skills in order to equip them with the skills necessary for new or continued employment, career advancement or increased productivity in the dynamic and people-oriented visitor industry

The instructional program reflected the changing needs of the management and employees. Job-specific classes were designed to improve the employees' skills necessary for new or continued employment, career advancement and increased productivity. For example, classes on telephone skills, American intonation and pronunciation, Chemical Safety, oral communication strategies for customer relations, and communication strategies for supervisory employees were offered upon requests from management.

One-to-one tutorials allowed employees to progress through individualized plans of learning designed jointly by the employees and their tutors. As a result, learning was more relevant and employees were more motivated. Learning goals were set by the employees under the guidance of tutors, with primary focus on those skills necessary for job retention, career advancement and increased productivity.

Instructional materials included actual materials used on the job such as forms, menus and manuals. The project staff also helped employees understand other job-training materials that they brought in from the hotel. Classes and workshops were designed to present some of the hotels' training materials in a much simpler fashion using visuals, repetition, simple words, etc. at a much slower pace.

The project was able to accommodate employees going through job transitions. For example, when the Sheraton Waikiki Hotel dissolved their Laundry Department in September of 1991, those employees who could not be transferred to other front-of-the-house hotel departments because of limited English proficiency were referred to the project. Eventually these employees were placed in the Housekeeping and Steward Departments, and the employees continued to attend tutorials on a regular basis.

The project assisted those employees interested in attaining a High School Diploma through its GED module. Participants of the tutorial programs were given orientation to the GED module, and those interested in pursuing the High School Diploma

were assigned to that module. At the time of this report, three employees had obtained a high school diploma and eight had passed one or more GED tests.

For those employees interested in furthering their education, the project had assisted them through the admission procedures to various community colleges in the State. Brochures, application forms and college bulletins were available in the classroom for the participants. Information on workshops, training courses and other self-improvement opportunities in the community were also available in the classroom.

Employees interested in learning other aspects of the hotel industry for career advancement were encouraged to participate in cross-training programs offered by the hotel. To prepare for cross-training, employees focused on improving those literacy skills required for the cross-training jobs, such as business English, telephone skills, writing skills and keyboard skills. Once enrolled, participants could also bring into the classroom any training materials related to their job training so that the tutors could assist them further.

Objective 3: To facilitate employee participation by providing support services to minimize barriers to learning

The project was designed to accommodate the special needs of the participants and to reduce the barriers to participation and learning.

The design of the project was based on past experience in implementing a similar literacy project at a hotel and an in-depth analysis of the diversified needs of the hotel industry, especially the unique characteristics of the hotel work force. Factors under consideration included the service-oriented nature of the industry, the shortage of skilled workers, the irregular work schedules, the common practice of employees to hold second jobs, the multi-ethnic and diversified backgrounds of employees, etc.

The project was offered to employees free of charge. Instructional materials were also provided at no cost. The ITT Sheraton Hotels in Hawaii provided complimentary refreshments such as coffee, soda, cookies and snacks. It also provided free parking to volunteer tutors and to employees attending the program on their days off and after working hours.

With an open-entry/open exit policy for the tutorial program, employees were able to join the program any time and stay as long as they wanted. With this policy, the project was able to recruit on a continual basis and employees did not have to wait for a new training cycle to open before joining the project. This helped keep employees' motivation high right from the beginning. This policy also gave employees flexibility to leave the program temporarily for reasons such as family problems, vacation, second jobs and other personal matters, and to return to the program when they were ready to continue.

The tutorial program allowed for great flexibility in scheduling to accommodate those employees with irregular work schedules. It was found that most employees had irregular work schedules which changed on a weekly, and in many cases, daily basis due to the fluctuation in hotel occupancy rates. It would be very difficult for these employees to attend classes regularly during their spare time since they had little control of their work schedules and many of them held more than two jobs.

With the tutorial program, employees could make tutorial appointments on a daily basis, and they were encouraged to drop into the learning site at any time without prior arrangement. Tutors were available at the learning sites at all times.

Individual tutorials also allowed employees to learn at their own pace according to their proficiency levels and interests. Learning goals were set by the employees to make instruction learner-directed. Both short and long term goals were set to motivate employees to reach their goals in a step by step approach.

Volunteer tutors were recruited from the hotels and the community to provide individual tutorials to participants. A total of thirty one (31) volunteer tutors contributed more than one thousand (1,000) hours to the project.

To accommodate those employees who could not spare the time to participate in the project because of second jobs or other commitments, the hotel allowed employees

to attend classes and workshops on company-paid time. Classes and workshops were usually scheduled for the first or last hour of each work shift. Although the classes and workshops were usually short in duration, they were found to be more effective than longer classes held on the employees' own time because the voluntary classes had the small numbers of participants.

Participants came from different ethnic backgrounds including Filipino, Chinese, Japanese and Hawaiian. Many were immigrants with limited English proficiency. The program facilitated their participation by providing bilingual tutors and designing posters and brochures in different languages. Dictionaries in various languages were also available at the training site.

A confidential enrollment policy was set up to encourage those employees who might otherwise be too shy or ashamed to admit their literacy problems to come forward and enroll in the project. It was found that confidentiality was not an issue with the participants. The majority of them, especially those whose native language was not English, did not wish to keep their participation a secret. They were not ashamed to admit to others that they needed to improve their English.

The project presented itself as a self-development program rather than a remedial literacy program. Titled "SUCCESS" (Sheraton's Unified Commitment Concerning Employee's Self-Success), it was marketed as a self-development opportunity for any

employee who wanted to enhance their skills and further develop themselves. The word "literacy" was never mentioned.

The in-house training locations allowed employees to attend the program at their convenience, such as before, during or after work. It also eliminated the need to travel to another place to learn. A total of four sites were set up. Permanent training rooms were assigned by the hotels at each site for the project.

All four sites were readily accessible. The site at the Sheraton Waikiki Hotel, Human Resources Center served as a centralized learning center for four hotels: the Sheraton Waikiki, the Royal Hawaiian, the Princess Kaiulani and the Moana Surfrider. These four hotels were all located in Waikiki and were within five minutes walking distance to each other. Classes were sometimes held at individual hotels to further reduce the need to travel. The site at the Sheraton Makaha Resort and Country Club was located in the basement of the hotel adjacent to the Personnel Office and employee cafeteria. The site at the Sheraton Coconut Beach Hotel on Kauai was located in one of the guest rooms which was converted into a training room for the purpose of the project. The site at the Sheraton Kauai Hotel was located in an office on the ground floor next to guest rooms.

To maximize the services, the Waikiki site was open Monday to Friday from 8 a.m. to 6 p.m. or later and from 8 a.m. to 4 p.m. on Saturdays. The other three sites were each manned by two part-time staff members to extend services at times most requested by participants.

Objective 4: To demonstrate the active commitment of all partners to accomplishing project goals

All partners have demonstrated active commitment to accomplishing project goals. The University Of Hawaii at Manoa, College of Education provided technical expertise and was responsible for the administration and daily operation of the project. The University also supported the project through in-kind contributions such as personnel, office space, furniture, equipment, instructional materials, utilities and parking.

The ITT Sheraton Hotels in Hawaii provided continuous support to the project. Top Sheraton executives were representatives of the project's Advisory Council and attended Advisory Council meetings assiduously. They included Mr. John C. Brogan, Senior Vice President and Area Manager, ITT Sheraton Hotels in Hawaii and Managing Director, Sheraton Waikiki Hotel; Mr. Richard T. Hashimoto, Senior Vice President and Director of Personnel and Industrial Relations, ITT Sheraton Hotels in Hawaii; Ms. Akiko Takahashi, Regional Manager, Human Resources, ITT Sheraton Hotels in Hawaii; Mr. Gordon Andrade, General Manager, Sheraton Coconut Beach Hotel; Mr. Ernest Nishizaki,

General Manager, Sheraton Kauai Hotel; Mr. Randy Ha, General Manager, Sheraton Mahaka Resort and Country Club and Mr. Walter Libertrau who replaced Mr. Ha in April of 1991.

The above executives were directly involved in the planning and implementation of the project and demonstrated strong commitment to the project. The project also gained support from other key hotel personnel such as the Personnel Directors and Training Directors. They were instrumental in recruiting participants into the project and assisting project staff.

The ITT Sheraton Hotels in Hawaii supported the project with various in-kind contributions. Training space, equipment and furniture were provided at each of the four training sites. Refreshment and parking were also provided to participants and tutors. Before the project was implemented, the hotels organized Program Kick-Offs and Press Conferences to introduce the project to the employees and the community. Hotel accommodations were provided to project staff travelling inter-island for meetings and training workshops. Free meals were also provided to project staff and tutors.

The partnership was proven to be successful. Realizing the value of the project, both the Sheraton Coconut Beach and Sheraton Kauai Hotels began funding the project since October of 1991 by paying for the project staff at their sites. When the project officially ended in February of 1992, the Sheraton Hotels in Waikiki also provided

additional funding to continue the partnership project with the University at the Waikiki site.

The Sheraton Princeville Resort on Kauai, which was not included as a site in the project, began its literacy program in October of 1991 with the assistance from the University. The program was based on the SELPH project model and was funded entirely by the hotel.

In June of 1991, the ITT Sheraton Hotels, together with the University of Hawaii at Manoa, hosted a breakfast meeting and invited executives of other hotels and businesses in Hawaii to discuss the possibility of forming a Waikiki Learning Center to provide literacy training to the workers of various businesses. As a result of that meeting, thirteen hotels and one small business formed a partnership to pursue the establishment of such a center.

The project had also worked closely with many organizations in the community. Although participating unofficially, these "partners" provided valuable support to the project. The McKinley Community School for Adults assisted the project in providing GED materials and testing administration. The principal of that school, Mr. Andy Nii, served on the project's Advisory Council. When project funds were depleted in February 1992, the school contributed funding for part-time instructors for the project to help it continue.

Local literacy organizations also contributed to the project in various ways. Hawaii Literacy, Inc. provided trained volunteer tutors to the project. The Governor's Council for Literacy assisted in the marketing and dissemination of project information both locally and nationally.

The Kauai Community College provided computers to the three Sheraton hotels on Kauai for their literacy programs. The Kauai Community School for Adults began monitoring the Kauai sites and providing technical assistance in September 1991 as a result of an agreement with the University to eventually oversee the project when federal funding ended.

The Leeward Community College in Waianae of Oahu provided the Makaha site with a mobile van with computers on a weekly basis for computer-assisted learning. At the end of the federal project, the College increased the frequency of the van visits and provided a part-time instructor to assist those employees interested in continuing their learning.

Objective 5: To refine, modify and adapt the project's existing Workplace Literacy Skills model for FY 1988 by expanding it to include Makaha and the neighboring island of Kauai.

The program model developed for FY 1988 was adapted and expanded to include Sheraton Makaha on the western part of Oahu and the Sheraton Kauai and Sheraton Coconut Beach Hotels on the island of Kauai. The three new sites were set up very similarly to the program model. Training facilities and equipment were provided by the three hotels. Project staff were hired to provide tutorials, classes and workshops. Instructional materials were obtained from the previous project. Needs assessment and record keeping procedures were also based on the model. General Managers of the three hotels were representatives of the Advisory Council. Key personnel from the previous project were responsible for the recruitment and training of new project staff at the three new sites.

Because the employee populations at the new sites are smaller, staffing requirements differ from that at the Waikiki site. The Makaha site was staffed by a half-time coordinator/instructor and a part-time tutor. The Sheraton Kauai and Sheraton Coconut Beach Hotels originally shared a full-time coordinator/instructor. This full-time staff member resigned in December of 1990 to take up the position of Training Director at one of the Sheraton Hotels, and a replacement was hired. However, it was found that the project would benefit better if two half-time coordinators could be hired instead of

one full-time coordinator because of the physical distance between the Sheraton Kauai Hotel and the Sheraton Coconut Beach Hotel. As a result, each hotel was staffed by a half-time coordinator/instructor and a part-time tutor, just like the Makaha site.

Programs at the new sites began in late 1990. The Makaha site began its tutorial program in September of 1990. Since this hotel did not provide training on company time, only one of the many classes proposed was conducted. The Sheraton Coconut Beach began its classes in October of 1990 and its tutorial program in December of 1990. The Sheraton Kauai Hotel began its classes in October of 1990 and its tutorial program in May of 1991.

Objective 6: To field test and refine the job-specific literacy skills curriculum especially developed for the visitor industry

The curriculum was field tested at the Waikiki training site and modified to be a flexible curriculum guide for reference use by instructors. Vocabulary lists were used on various students. Classes were designed based on the topics and literacy skills described in the curriculum. The topics and literacy skills were then reviewed and rearranged if necessary, and job positions were combined to reduce duplication of efforts. The final format of the curriculum was also revised. It contained four general modules on Customer Relations, Hotel Policy and Procedures, Safety and Security and Employee Relations; it also contained five departmental modules on Housekeeping, Stewards, Food

and Beverage Services, Kitchen and Laundry. The Departmental modules have been finalized, and the General modules were still being revised.

II. **Refer to the schedule of accomplishments and their target dates contained in the approved application and give reasons for slippage in those cases where established objectives were not met. Include any corrective measures taken to correct slippage**

The project's funding period was from April 1, 1990 to September 30, 1991 with a no-cost extension from October 1, 1991 to February 29, 1992. The project's Waikiki site was already established when the project began as a result of a previous literacy program. Many participants from the previous project continued with the new project. Data reporting began on May 1, 1990 to avoid reporting the same data twice. The transition from the old project to the new project went smoothly.

The Makaha site was set up next. Instruction began in September 1990 and continued through September 1991. The two Kauai sites were set up last. Instruction began in October 1990 and lasted through February 1992. The slight delay in implementation at these three sites were mainly due to the following:

* Physical distance

  The Makaha site is located 40 miles from the University, and the Kauai sites are located 22 miles apart on another island. This slowed the recruitment process and the acquisition of materials. The coordinator responsible for both Kauai sites

found that it was difficult and inefficient to commute between the two sites everyday.

* New partners

  The three hotels were new partners in the project. A considerable amount of time was spent in establishing the partnership, gaining commitment, designating training rooms and marketing the program to employees and managers. For example, the hotels spent two to three months to prepare program kick-offs and press conferences to announce the program to the employees and the community.

* Slow hiring process

  It was difficult to hire qualified staff for the three sites due to limited pools of qualified applicants on the island of Kauai and the western part of Oahu. A lengthy search was needed to recruit staff with an understanding of the culture and language of the targeted participants. In addition, staff turnover in Kauai was high because of the distance between the two Kauai sites and the difficulty in working with two general managers and seventy managers at the same time.

In terms of participation, the project has served a total of five hundred thirty four (534) employees and, thus, achieved sixty seven percent (67%) of its anticipated goal of eight hundred (800) employees. The anticipated goal of 800 was based on a 20% participation from each hotel as follows:

	Total employees	20% of total	Actual
Sheraton Waikiki	1600	320	78
Royal Hawaiian	530	106	72
Princess Kaiulani	660	132	108
Moana Surfrider	570	114	52
Sheraton Kauai	450	90	70
Sheraton Coconut Beach	240	48	63
Sheraton Makaha	200	40	91

It was felt that the goal was over-estimated. The actual number for the four hotels in Waikiki was less than anticipated because many employees had already participated in the previous literacy program and did not participate in the new project. Another factor was the heavy employee layoffs during the beginning months of 1991 as result of the Gulf War. Because employees were more concerned about finding a second job or collecting unemployment than developing themselves, their participation in the project was affected. The priority of the managers shifted to increasing profits and reducing costs instead of investing in training. The momentum of the project was affected. In addition, student recruitment efforts in Kauai were interrupted by frequent staff changes.

The project tried to increase enrollment by extending the project to February of 1992. It also tried to reduce staff turnover at the Kauai site by dividing the full-time staff position into two half-time positions, each working at one of the two sites, and adding an

additional bilingual Filipino tutor to each site.

The project made major changes in the job-specific literacy skills curriculum developed by the previous project after reviewing it with hotel personnel and field-testing it with project participants. It was reduced in size and modified in content. The departmental modules were completed, and the general modules were under final revision. Bibliography and resource lists were added. The process was slow because project staff members were responsible for the curriculum developments in addition to their regular duties. No additional staff was assigned because of funding constraints.

III. **For projects involving direct services to individuals, identify the number and characteristics of project participants who completed planned project activities and of those who did not, and the outcomes achieved by participants who completed project activities**

A total of five hundred and thirty four (534) employees were served by the project. The breakdown by hotel was quite even (appendix A).

A majority of employees came from the Housekeeping department (58%). Employees working in the Food and Beverage departments totaled about twenty five percent (25%). Other departments included ground maintenance, golf maintenance, security, engineering, uniformed services and front office (appendix B).

Participants came from various ethnic backgrounds. Most of them were non-native English speakers from Asian countries such as the Philippines, China, Korea, Vietnam and Japan. In addition, about eleven percent (11%) of the participants were of Hawaiian/part Hawaiian ancestry (appendix C).

About fifty two percent (52%) of the participants were native speakers of Tagalog and Ilocano. Other native languages spoken by participants included Chinese, English, Vietnamese, Korean, Samoan and Hawaiian (appendix D).

The distributions of participants by age group and by the length of employment with ITT Sheraton were quite even. This suggested the demand for the program not only came from younger and newly-hired employees but also from old-timers (appendices E & F).

The ratio of male to female participants was 38% to 62% (see Appendix G). About half of the participants had between 9th to 12th grade education, and about thirty percent (30%) had some college education. However, most were educated in a foreign country such as in the Philippines. This means that while many participants may not be proficient in the English language, they are at least literate in their native languages (appendix H).

The project offered both individual tutorials and classes. Of the five hundred and thirty four participants, three hundred (300) attended classes, one hundred and eighty two (182) attended individual tutorials, and fifty two (52) attended both classes and tutorials (appendix I).

Some general characteristics of participants include irregular work schedules, second jobs, child care problems, diversified learning goals and interests, and needs beyond the scope of workplace literacy such as citizenship, driver's license and computer literacy. Given the above constraints, the flexible individual tutorials and the company-paid classes were solutions to encourage participation. During the project period, a total of six thousand eight hundred and sixty five (6865) hours of voluntary individual student tutorial hours and a total of two thousand four hundred and ninety (2490) hours of paid training were recorded.

The project adopted an open-entry/open exit policy by which participants of the tutorial program could enter and leave anytime they wished. This allowed for continual recruitment and encouraged inactive participants to return at anytime.

Classes were provided by request of hotel managers and ranged from short term workshops to regular classes. Based on a seventy five percent (75%) attendance criteria, the completion rates for classes and workshops were found to be 71% and 99% respectively. The fact that the hotels paid employees to attend classes helped to achieve

these high completion rates. It was found that the main reason for absence was that the employees were called back to work as a result of sudden demand for manpower by the supervisors. Because it was difficult for the managers to commit to long term classes due to the fluctuating nature of the hotel business, many classes were of short duration.

Participants spent various amount of time in the tutorial program. The monthly tutorial attendance for each site is summarized in appendices J and K. The length of stay for tutorial participants varied greatly. Since tutorials were offered on a voluntary basis with an open entry/open exit system, it was difficult to define when a participant completed the tutorial program. In many instances, employees came to the tutorial programs for only a short while with specific questions and needs, such as reading a letter they had received, pronouncing specific terminology they needed on their jobs, and reading newspaper articles. Some requested more advanced learning such as keyboarding skills and computer skills and found that the project could not meet their needs since it did not offer such training.

The most common reason employees stayed in the tutorial program for a short time was the lack of time. Even though the program was in-house and with flexible schedules, many employees had more than two jobs and were unsure of their work schedules. The irregularity of work schedules also made it difficult to develop a regular pattern of learning and a stable tutor-student relationship. When the tutorial pattern was irregular with frequent interruption, employees' motivation was affected, and once they

stopped attending, it was very difficult to get them back into the program. The completion rate for tutorials was found to be fifty eight percent (58%), based on an attendance of at least 10 hours or at least three months.

Although the number of tutorial participants was less than that of classes and workshops, the total number of hours spent in tutorials was much greater. Seventy three percent (73%) of all the training hours recorded was spent in tutorials while twenty seven percent (27%) was spent in classes and workshops (Appendix L).

The number of tutorial participants also varied from site to site. The largest site, Waikiki, had maintained a steady group from fifteen to twenty-nine students per month. Attendance at the Coconut Beach site ranged from three to twenty students per month; that of the Sheraton Kauai site ranged from four to thirty-five and that of Makaha ranged from eight to twenty-eight students per month (Appendix M).

Outcomes achieved by participants who completed project activities:

A detailed report on the outcomes achieved by participants is described in the project's evaluation report. In summary, the outcomes included improvement in literacy skills, self-confidence and job performance.

Because of the relatively short training cycles and the job-specific nature of classes and workshops, it is difficult to measure gain in literacy skills using standardized tests. Instead, measurement was focused on the gain of knowledge taught in the classes and the application of skills learnt when participants return to their jobs.

Gains in literacy skills were indicated by accomplishments outside of the workplace. Three participants received their high school diploma, and four have enrolled in community colleges after completing the program. Two participants received outstanding employee awards from the hotels. Four employees passed the Naturalization examination, and several obtained their driver's licenses with the help of project staff.

IV. Report on any dissemination activities

The following items were disseminated to the United States Department of Education, the six (6) Curriculum Coordination Center Networks, the ERIC Clearinghouse on Adult, Career and Vocational Education, and the Division of Adult Education and Literacy's Clearinghouse on Adult Education and Literacy:

Project Performance Report

Project External Evaluation Report

In addition, project information was shared with the following organizations:

* Outrigger Hotels in Hawaii, Honolulu
* Sheraton Palace Hotel, San Francisco
* Palau Pacific Resort, Palau
* Pacific Star Hotel, Guam
* Governor's Council for Literacy, Honolulu
* Governor's Office of Children and Youth, Honolulu
* Laborer's International Union of North America, Local 368, Hawaii
* Guam Community College
* U.S. Department of Labor, Job Training Partnership Act Program, San Francisco
* Career Resources Development Center, San Francisco
* Education Ministry, Government of Indonesia
* Lodge at Koele, Lanai, Hawaii
* Hilton Hawaiian Village Hotel, Honolulu
* Aston Hotels and Resort, Honolulu

Program information was also published in the following:

* The Story of SUCCESS - A Model Workplace Literacy Program
* Sheraton Hotels in Hawaii newsletters
* Honolulu Advertiser, "Employee education spelled SUCCESS", April 4, 1992.

* Hawaii Investor, "Hawaii Labor Shortage: More than Finding Workers," March 1990

* Leeward Coaster, "Sheraton Makaha Launches Project "SUCCESS," December 1990

* Hospitality, "Now They Know Their ABCs and Everyone Wins," April 1991

* Malamalama, "Joint Venture Proves SUCCESSful," Summer 1991

* Garden Island, "Sheraton's SUCCESS," October 30, 1991

* The Kauai Times, "Sheraton's Kick Off Work-based Literacy Program," November 21, 1990

* The Kauai Times, "Literacy is Key to Improved Morale, and much more," October 24, 1990

* U.S. Department of Education, Office of Vocational and Adult Education, "Teaching Adults with Limited English Skills: Progress and Challenges", October 1991

* U.S. Department of Education, Division of Adult Education and Literacy, "ESL Notes", October 1990

* Business Council for Effective Literacy, "SUCCESS at Hawaii Sheratons," January 1992

V. Report on any evaluation activities

The evaluation procedures for the project were designed to provide information to participants, hotel management and project administrators. The evaluation activities and data collection procedures by project staff were as follows:

1. Recorded descriptive information (demographic data) about the participants at the time of entry to support follow-up evaluation activities.
2. Interviewed tutorial participants at time of entry to assess their language proficiency and learning goals for appropriate placement into program modules.
3. Selected and administrated the BEST test and the TABE test to some tutorial participants as pre- and post-tests. However, it was felt that these standardized tests were not perfect measurement instruments for workplace literacy training since instruction was on job-related literacy skills rather than general reading, writing and math skills.

   Since many participants were non-native English speakers, it was found that in many cases the TABE test was too difficult and could not measure speaking and listening skills levels. Similarly, the BEST test was designed for lower level ESL speakers. Some ESL participants scored high when given the BEST tests for the first time, and scored very high when given the BEST test as a post-test. It was felt that their gain would be much higher than that indicated by the BEST post tests.

The project was not able to give pre-tests to every tutorial participant because some were scared of testing and refused to be tested. The project was not able to give post-tests to all tutorial participants because many participants left the program without giving project staff enough notice, and, as a result, a post-test could not be scheduled.

The project did not give pre-tests to class participants because it was assumed that managers would only send those employees who needed the instruction, i.e. those employees without the necessary literacy skills. As much as possible, post-tests were given at the end of each class by the class instructor to measure mastery of skills taught in class.

4. Monitored tutorial participants' progresses regularly by reviewing IEPs, training records and talking to participants.
5. Maintained accurate individual training records for tutorial participants.
6. Administered evaluation questionnaires to managers and supervisors for the evaluation of the effect of training on employees' job performances.
7. Administered self-evaluation questionnaires to participants to gain feedback from them about the program, instructors, teaching methodologies, topics covered and materials used.
8. Kept attendance record of tutorials and classes.
9. Analyzed data and prepared reports.
10. Met with the external evaluator on a regular basis.

The project contracted Dr. Zi Jin Yang as its external evaluator. The evaluator worked closely with the project coordinator and other staff members in the planning and implementation ot evaluation activities, including the following:

1. Reviewed the project grant proposal and the project objectives;
2. Reviewed minutes of Advisory Council meetings;
3. Revised IEPs and other record-keeping forms;
4. Reviewed evaluation questionnaires for management and participants;
5. Attended staff meetings;
6. Reviewed existing data, training records, IEPs, class files, course outlines, student files, etc.;
7. Observed both classes and tutorials;
8. Advised on problems related to evaluation;
9. Prepared the external evaluation report.

VI. Report on any changes in key personnel

There has been no change in the project's key personnel during the project period.

LIST OF APPENDICES

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APPENDIX E	DISTRIBUTION BY AGE
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APPENDIX G	DISTRIBUTION BY GENDER
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APPENDIX J	MONTHLY INDIVIDUAL TUTORIAL HOURS BY SITE
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APPENDIX L	TOTAL HOURS OF PARTICIPATION
APPENDIX M	TUTORIAL ATTENDANCE BY MONTH
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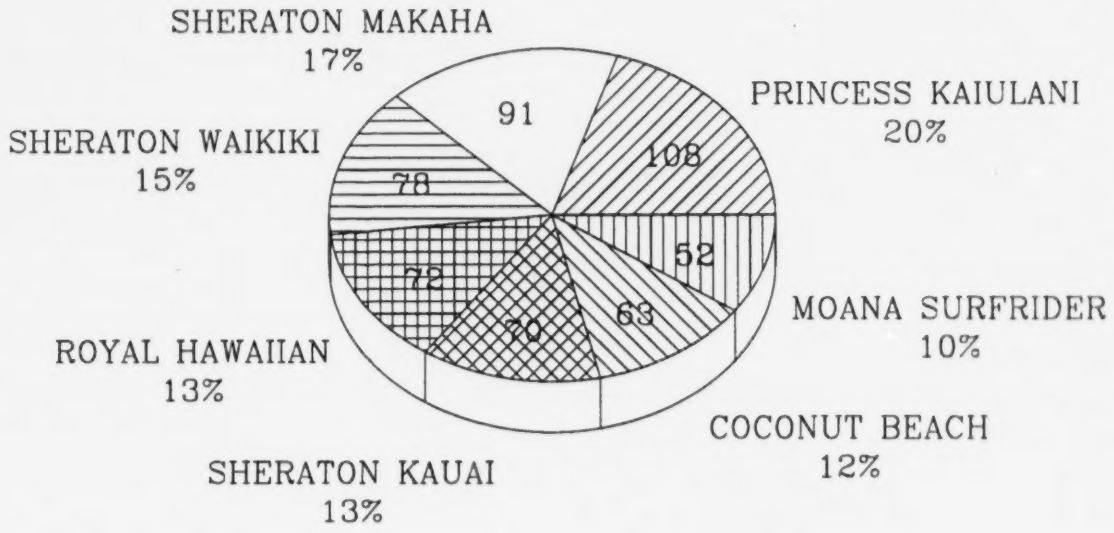
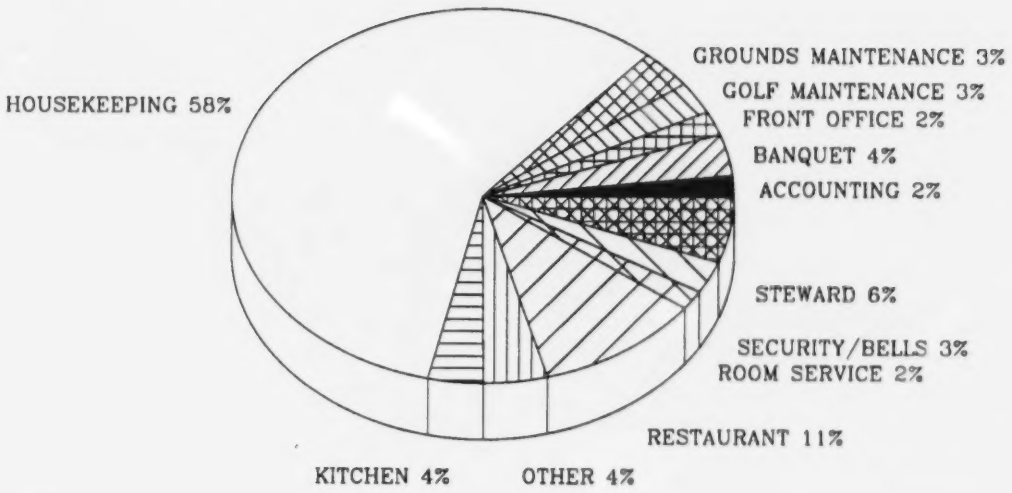
APPENDIX A
DISTRIBUTION BY HOTEL



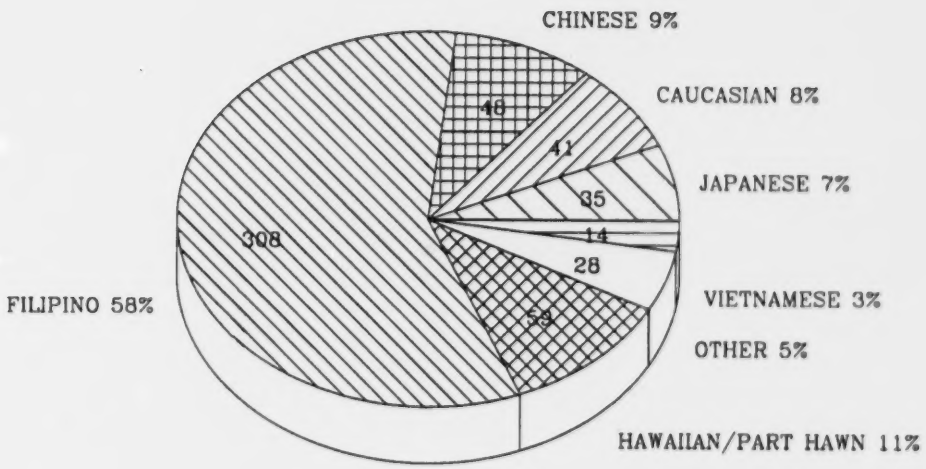
TOTAL NO. OF PARTICIPANTS = 534

APPENDIX B
DISTRIBUTION BY DEPARTMENT



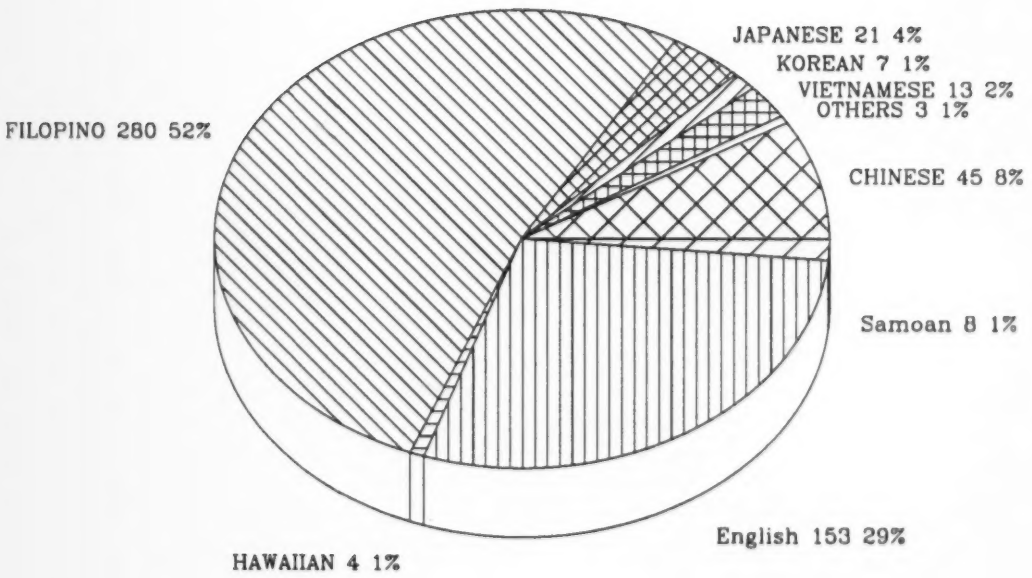
TOTAL NUMBER OF PARTICIPANTS = 534

APPENDIX C
DISTRIBUTION BY ETHNICITY



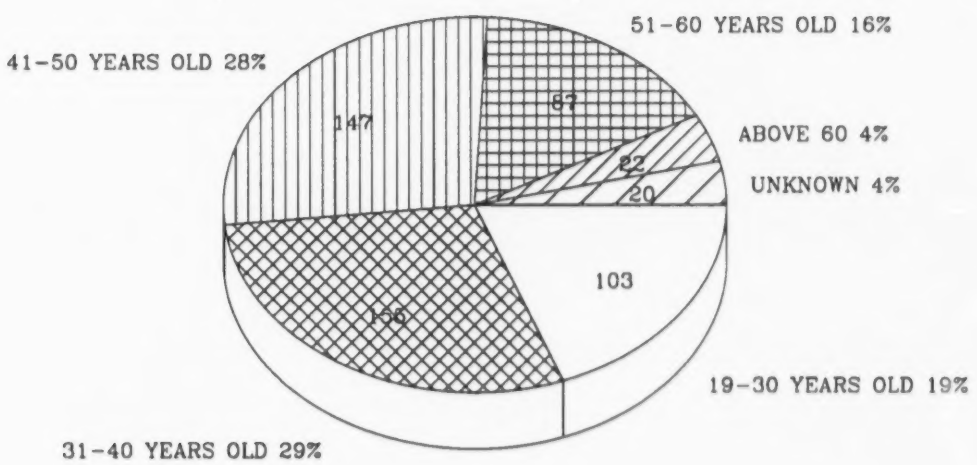
TOTAL NO. OF PARTICIPANTS = 534

APPENDIX D
DISTRIBUTION BY FIRST LANGUAGE



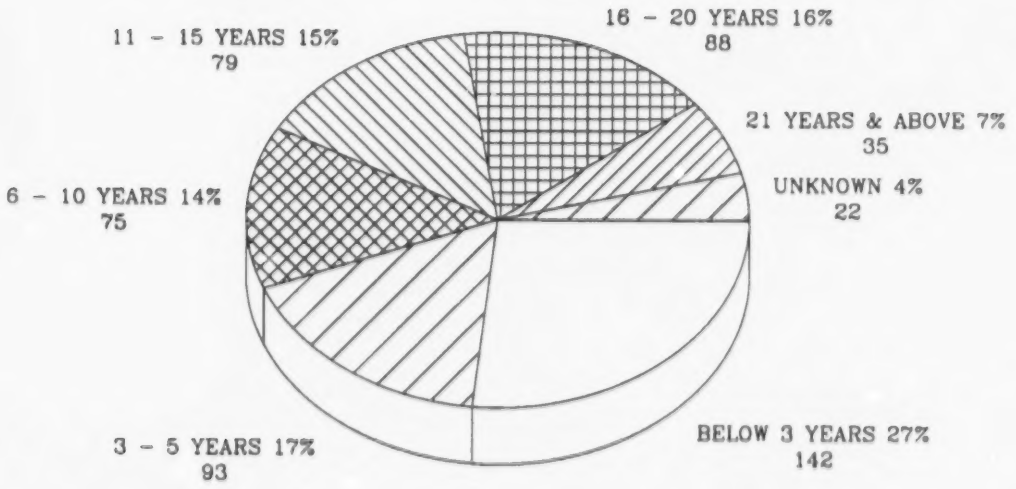
TOTAL NUMBER OF PARTICIPANTS = 534

APPENDIX E
DISTRIBUTION BY AGE



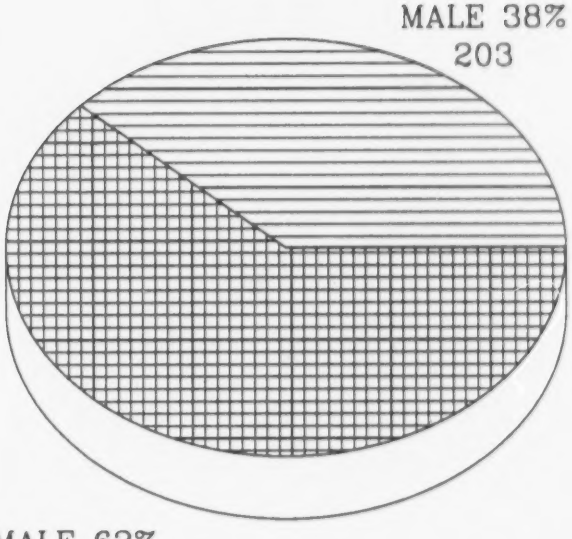
TOTAL NUMBER OF PARTICIPANTS = 534

APPENDIX F
DISTRIBUTION BY LENGTH OF EMPLOYMENT



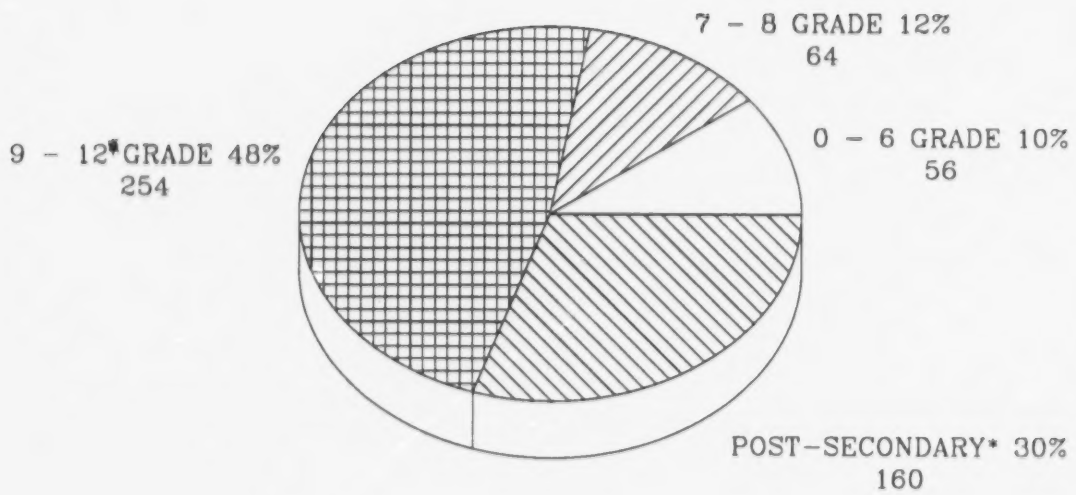
TOTAL NUMBER OF PARTICIPANTS = 534

APPENDIX G
DISTRIBUTION BY GENDER



TOTAL NUMBER OF PARTICIPANTS = 534

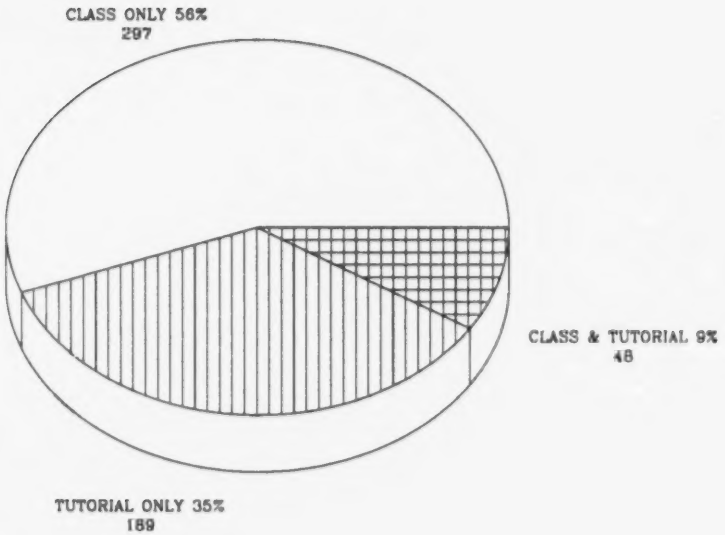
APPENDIX H
DISTRIBUTION BY EDUCATIONAL LEVEL



*most are educated in foreign countries

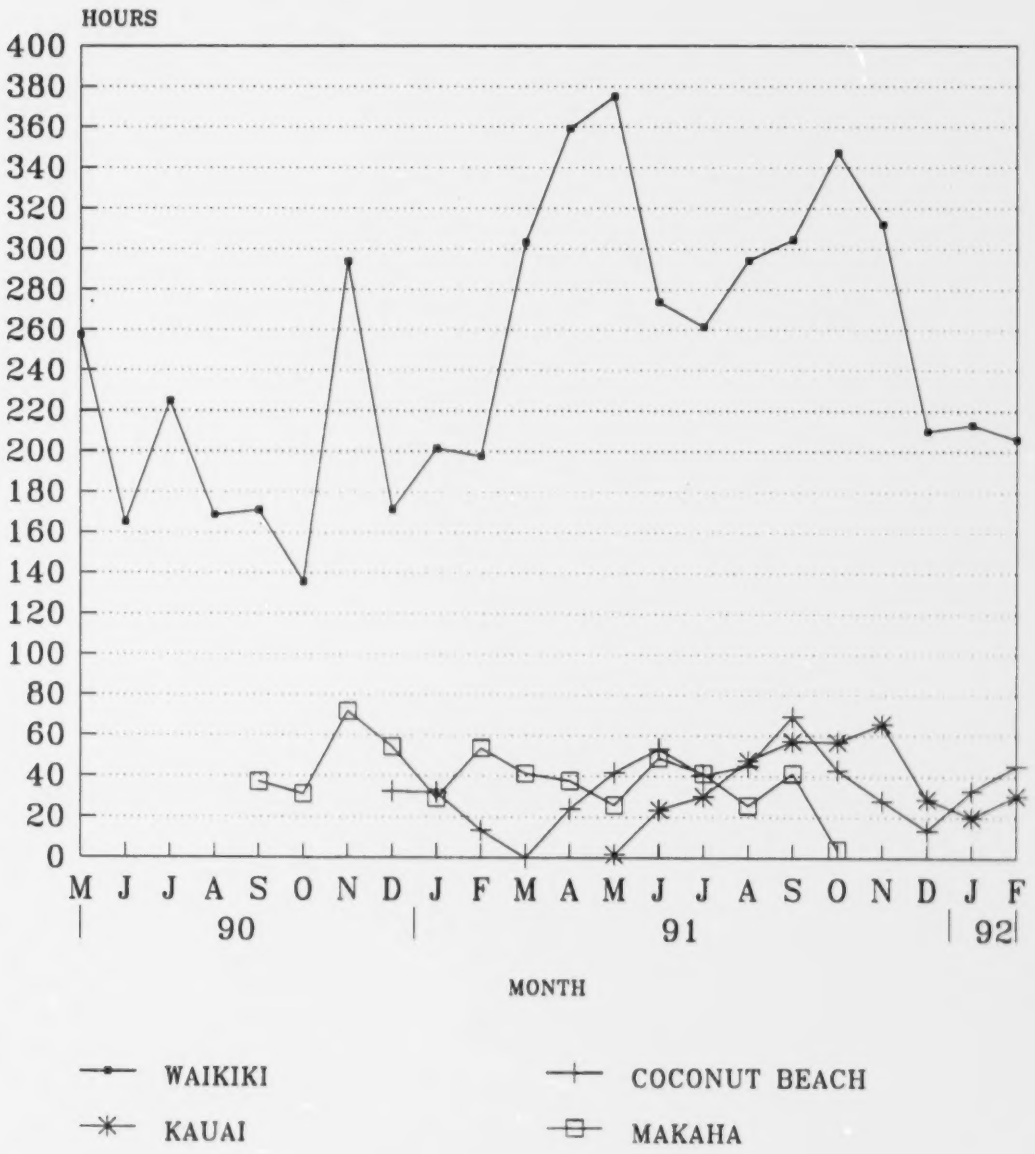
TOTAL NUMBER OF PARTICIPANTS= 534

APPENDIX I
DISTRIBUTION BY FORMAT OF INSTRUCTION



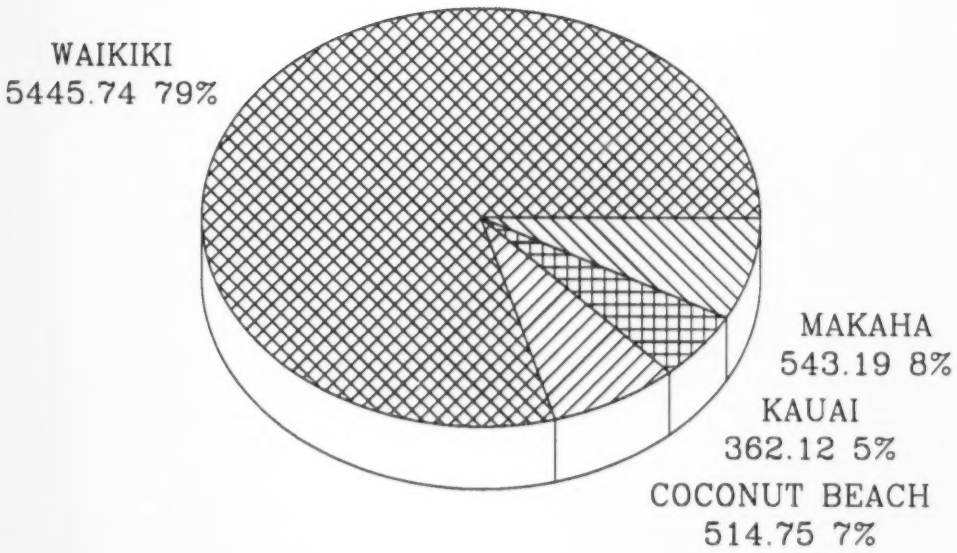
TOTAL NUMBER OF PARTICIPANTS = 534

APPENDIX J
MONTHLY INDIVIDUAL TUTORIAL HOURS BY SITE

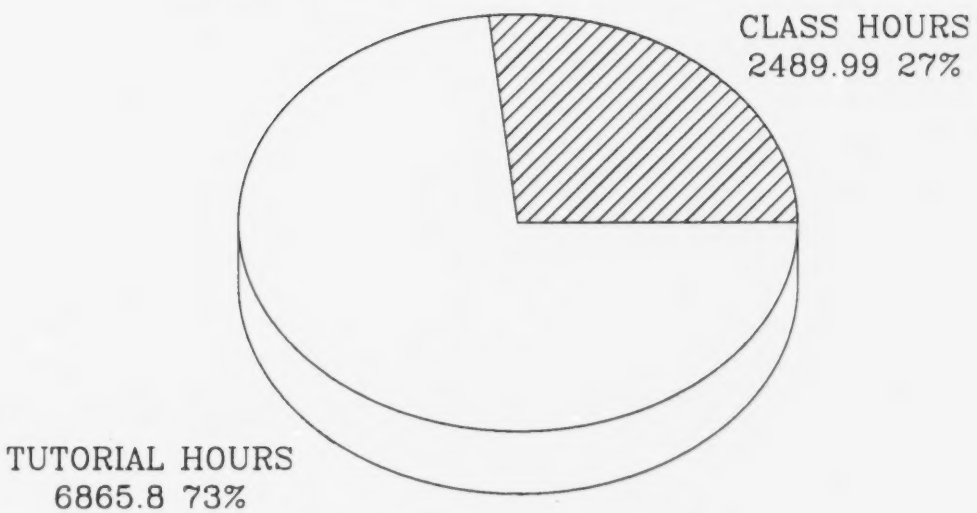


MAY 90 TO FEBRUARY 92

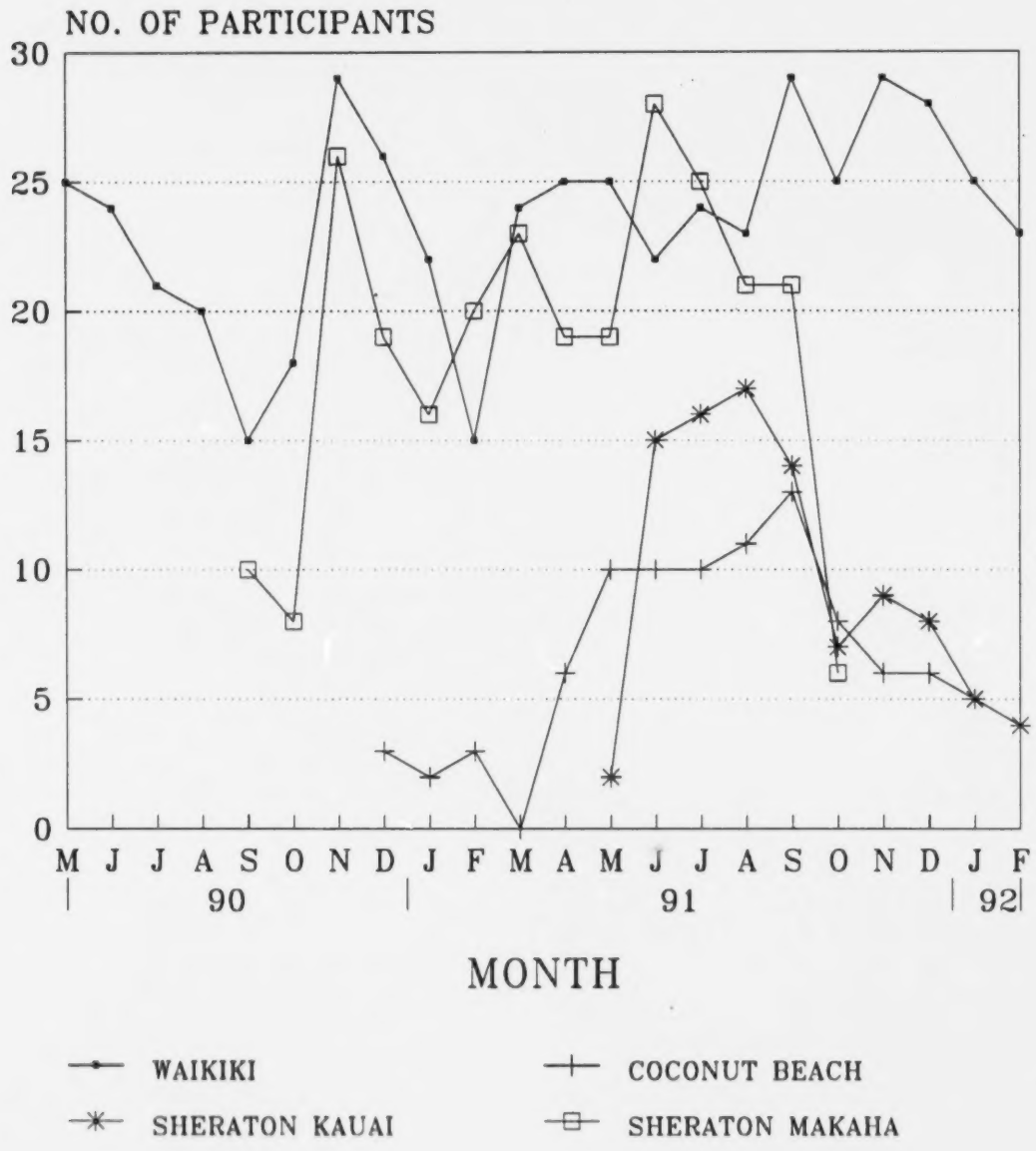
APPENDIX K
TOTAL TUTORIAL HOURS BY SITE



APPENDIX L
TOTAL HOURS OF PARTICIPATION (ALL SITES)



APPENDIX M
TUTORIAL ATTENDANCE BY MONTH (ALL SITES)



APPENDIX O

ORGANIZATIONAL CHART